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in the second year of the Latin course. There are about forty pages of Latin text, and exercises for translation from English into Latin are included. The book would perhaps serve as an introduction to Caesar in schools having five years for the high-school Latin course.

A First Latin Reader. By H. C. NUTTING. New York: American Book Co., 1912. Pp. x+240.

This *Reader* offers material of a different sort from that found in most books of its class. The first part is made up chiefly of stories from American history of the colonial and revolutionary periods told in easy Latin. Henry Hudson, John Smith, George Washington, and Daniel Boone are among the characters who appear in the narrative. A few stories of Roman history also are introduced. The second part comprises stories from Caesar in simplified form, and a few selections from Roman literature. The plan of the book is admirable, and many teachers will feel exceedingly grateful to Professor Nutting for having provided material which is likely to make a stronger appeal to the pupil's interest than that which has heretofore been available for supplementary reading. A few copies of this *Reader* made accessible to pupils outside recitation hours ought to prove a valuable stimulus to the desire to do something more than prepare assigned lessons.

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The Backward Child, A Study of the Psychology and Treatment of Backwardness. By BARBARA SPOFFORD MORGAN. A Practical Manual for Teachers and Students. New York: Putnam, 1914. Pp. xvii+263.

This book is based on a principle and method which are new and their application to the diagnosis and treatment of backwardness. It contains an account of tests which are for the purpose of analyzing the child's abstract mental processes—sensation, memory, attention, etc.—to determine in what respect he is weak. Exercises are then prescribed which are for the purpose of improving the function which is weak. This is an interesting rehabilitation of formal discipline and if its success could be attested objectively it would form an important bit of evidence on this matter.

F. N. F.

The Support of Schools in Colonial New York by the Society for the Propagation of the Gospel in Foreign Parts. By WILLIAM WEBB KEMP. New York: Teachers College, Columbia University. Pp. viii+279.

Thanks to the seminarial courses of Professor Monroe at Columbia and Professor Jernegan at Chicago, we seem now to be in a fair way to obtain a

history of educational practices in America that will be something more than dead-level detail or a mass of unsupported generalizations. If such patient and thorough work as is represented in the present monograph can be continued and developed by other scholars for half a dozen years, the history of education in our own land will no longer be the phase concerning which we are most in darkness.

It seems strange that the foundations of the Society for the Propagation of the Gospel, which furnished the most important facilities in education during the eighteenth century and cleared the way for public education in the United States, should have been so long neglected. To secure the material at its primary sources, Dr. Kemp spent a year in London reviewing the various London archives, and an equal period in searching through the American records. The first part of the work (chaps. i-iv) relates to the founding of the society and the events that led up to it, and its regulations concerning school-masters, while the latter part (chaps. v-xii) gives an account of the educational work in New York City, Westchester County, Staten Island, Long Island, the Upper Province, and elsewhere in the colony.

Despite the multitude of careful details, the whole work is well written, interesting, and filled with the human touch. The writer knows when and how to make generalizations that will illumine and brighten the concrete facts. Especially picturesque is his account of the sectarian controversies in which the society indulged and by which its work was greatly hindered. The treatise is a contribution, and it is to be hoped that the author will, in the near future, give us the benefit of his researches concerning the S.P.G. schools in the other colonies.

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The Art of the Short Story. By CARL H. GRABO, Instructor in English in the University of Chicago. New York: Scribner, 1913.

It is a popular belief that one who attains success in any one of the fine arts—for example, one who wins distinction as a writer of stories or as a painter of pictures—achieves his purpose in some mysterious way through feeling alone. His methods are supposed to evolve, and his materials to shape, themselves under the drive of emotions of which he is to a great degree the passive instrument. His own deliberately calculated part in the proceeding is presumed to consist merely in previous practice to attain dexterity, and in subsequent judgment of results.

A different, and less common, idea is that the means by which artistic expression has become effective have been evolving slowly, and that producers of good work have found it necessary to study and analyze historical examples in order to determine their effectiveness or ineffectiveness, and if